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earth relations, one hundred and thirty-nine to the atmosphere, and thirty-six to the ocean.

The book has the very desirable qualities of being readable and at the same time presenting adequate information. The ease with which the pupil can read it is due to the author's remarkably clear, definite, and concise style of writing which never leaves any doubt as to his meaning. Its adequate information arises not from its being encyclopedic in character but from the way in which the facts are organized so as to give the pupil a conception of the processes of nature and how the various features came to be. This method of treatment in and of itself tends to open the pupil's eyes and set him to asking questions of nature. This characteristic is illustrated admirably in the two chapters dealing with the work of running water and of snow and ice.

The illustrations are numerous and well chosen and stand out clearly on the highly calendared paper. As a single illustration of this—the chapter on weather contains twenty-four maps from which the conclusions of the chapter may be reached inductively. The chapter dealing with the effects of physiographic conditions upon plants and animals is interesting in that it is written by two specialists in modern plant and animal ecology, Dr. H. C. Cowles and Dr. C. C. Adams.

After a hurried reading of various chapters when it first appeared, the book impressed the writer as being what might well be termed a teachable book. A three-months' trial of the book in class has given no occasion for changing this opinion.

The book was not written to be followed chapter by chapter or to be used in any one particular way, and will lend itself admirably to the various methods of teaching employed by different teachers.

R. D. CALKINS

STATE NORMAL SCHOOL
MT. PLEASANT, MICH.

Guide to High-School Observation. By G. M. WHIPPLE. "Cornell Study Bulletins for Teachers." Syracuse: C. W. Bardeen, 1908. Pp. 42.

This bulletin has been prepared to assist New York teachers in meeting the requirement for the college-graduate certificate calling for twenty hours in observation of school work actually in progress. The work is classified under fourteen heads, four dealing with matters of programme, curriculum, attendance, and general organization; psychological principles in teaching; discipline and control, moral training; hygienic conditions. The remaining ten deal with the various school subjects. It is to be regretted that no sections are given to manual training, domestic arts, graphic arts, music, or commercial subjects.

High-school teaching is not considered so much as a gift or act of inspiration as in former years. While the problems are not the same as those of the elementary school, they require no less preparation, and this syllabus will help to bring about better conditions. A second reading gives one an opportunity to observe what a large number of practical problems are brought to the student's attention and also how much up-to-date information is included in an incidental way. In this latter class are such matters as the size of the average high school, distribution of attendance, etc.

A dozen or more references for consultation are given at the close of the book. These, however, all deal with the school subjects, and no books are cited with reference to the four general sections on which teachers need help, it may be, more than they do on their special subjects. It is to be hoped that later editions will fill up some of the partially blank pages with more detailed references for reading and study. I do not know any other work which will enable a teacher or a school corps so well to check up information regarding a school's condition. It ought to be of service in the planning of high-school teachers' meetings.

School Reports and School Efficiency. By DAVID S. SNEDDEN, PH.D., AND WILLIAM H. ALLEN, PH.D. New York: Macmillan, 1908. Pp. 183.

This is an educational work of unusual importance. In it are shown briefly the development of school reports in America and the occasional and for the most part futile efforts of the National Education Association to improve them. The most important chapters are: "Important Questions Not Answered by Existing Reports," "Suggested Economies and Improvements for School Reports," and "A Practical Study of One School Report (New York City)." There are also nearly one hundred pages of "Examples of Tables and Other Forms of Presenting School Facts, Used in Typical City School Reports." About twenty-five cities and the State of Connecticut are used to show what has been done that is worth while in accounting and reporting.

Perhaps the most direct profit to the maker of reports will come from the three chapters named above. One can well begin with the last chapter which definitely shows the defects and possibilities of the New York City report. From this go to the "Important Questions Not Answered," noting that of the 147 questions given in this chapter the New York report fails to answer 113.

The articles in which Dr. Allen began this crusade seemed somewhat destructive. It is fortunate that he has joined forces with so sane and able a schoolman as Dr. Snedden, making the present work give the impression of constructive rather than merely negative criticism. The wisdom with which readers are cautioned against overdoing the statistical side of their work and the way in which the school census, defective children, abnormal conditions in school property, bookkeeping, etc., are shown in relation to large social problems are especially to be commended. The business man and the social worker as well as the schoolman have reason to welcome this book.

F. A. MANNY

WESTERN STATE NORMAL SCHOOL
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The High School Course in English. By WILLARD G. BLEYER. Madison: Bulletin of the University of Wisconsin. High School Series, No. 1. Pp. 69.

Every practical, definite discussion of the high-school English course has now a double value—first, for the help it must give many teachers; second, for its part in bringing about the unity of purpose and practice still lamentably lacking. This bulletin of the University of Wisconsin, now issued in revised form,